

## ABSTRAK

Wahyu Setyo Nurul Khalimah. 2026. *Analisis Yuridis Perbandingan Pengaturan Hak Pendidikan Anak Disabilitas Berdasarkan Undang-Undang Nomor 8 Tahun 2016 dan Undang-Undang Nomor 20 Tahun 2003 di SLBN 1 Sambiroto Ngawi*. Skripsi. Program Studi Hukum, FH, UNIVERSITAS PGRI MADIUN. Pembimbing (I) Dr. Siska Diana Sari, S.H., M.H., (II) Dimas Pramodya Dwipayana, S.H., M.H.

Hak atas pendidikan merupakan hak konstitusional setiap warga negara, termasuk anak penyandang disabilitas. Meskipun telah diatur dalam Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional dan Undang-Undang Nomor 8 Tahun 2016 tentang Penyandang Disabilitas, masih terdapat perbedaan ruang lingkup pengaturan serta tantangan dalam implementasi pemenuhan hak pendidikan di satuan pendidikan. Penelitian ini bertujuan untuk menganalisis pengaturan hak pendidikan anak penyandang disabilitas berdasarkan kedua undang-undang tersebut, membandingkan substansi pengaturannya, serta mengkaji implementasi pemenuhan hak pendidikan di SLBN 1 Sambiroto Ngawi. Penelitian ini menggunakan metode penelitian hukum campuran (*mixed methods*), yaitu penelitian hukum normatif yang didukung penelitian empiris dengan sifat deskriptif. Pendekatan yang digunakan meliputi pendekatan perundang-undangan, pendekatan perbandingan, dan pendekatan kasus. Data diperoleh melalui studi kepustakaan dan wawancara dengan pihak SLBN 1 Sambiroto Ngawi, kemudian dianalisis secara kualitatif. Hasil penelitian menunjukkan bahwa kedua undang-undang sama-sama menjamin hak pendidikan bagi anak penyandang disabilitas tanpa diskriminasi. Namun, Undang-Undang Nomor 8 Tahun 2016 memberikan pengaturan yang lebih khusus dan komprehensif mengenai pendidikan inklusif, aksesibilitas, akomodasi yang layak, serta kewajiban negara dalam memenuhi hak penyandang disabilitas, sedangkan Undang-Undang Nomor 20 Tahun 2003 lebih mengatur sistem pendidikan secara umum. Implementasi pemenuhan hak pendidikan di SLBN 1 Sambiroto Ngawi pada dasarnya telah sesuai dengan ketentuan peraturan perundang-undangan melalui penyediaan layanan pendidikan yang disesuaikan dengan kebutuhan peserta didik, didukung tenaga pendidik yang kompeten serta program pengembangan keterampilan. Meskipun demikian, pelaksanaannya masih menghadapi kendala berupa keterbatasan sarana dan prasarana serta perbedaan kemampuan peserta didik yang memerlukan strategi pembelajaran yang berbeda.

**Kata Kunci:** Hak Pendidikan, Anak Penyandang Disabilitas, Pendidikan Inklusif, Perbandingan Hukum, Perlindungan Hukum.

## **ABSTRACT**

Wahyu Setyo Nurul Khalimah 2026. *Comparative Jurdical Analysis of The Regulation of The Right to Education of Children With Disabilities Based on Law Number 20 of 2016 and Law Number 20 of 2003 In Slbn 1 Sambiroto Ngawi.* Thesis. Law Departmen, UNIVERSITAS PGRI MADIUN. Advisor (I) Dr. Siska Diana Sari, S.H., M.H., (II) Dimas Pramodya Dwipayana, S.H., M.H.

*The right to education is a constitutional right of every citizen, including children with disabilities. Although it has been regulated in Law No. 20 of 2003 on the National Education System and Law No. 8 of 2016 on persons with disabilities, there are still differences in the scope of regulation and challenges in the implementation of the fulfillment of the right to education in education units. This study aims to analyze the regulation of the right to education of children with disabilities based on the two laws, compare the substance of the regulation, and assess the implementation of the fulfillment of the right to education in SLBN 1 Sambiroto Ngawi. This study uses a mixed method of legal research (mixed methods), which is normative legal research supported by empirical research with descriptive properties. Approaches used include legislation approach, comparative approach, and case approach. The Data obtained through the study of literature and interviews with the SLBN 1 Sambiroto Ngawi, then analyzed qualitatively. The results showed that both laws equally guarantee the right to education for children with disabilities without discrimination. However, Law No. 8 of 2016 provides more specific and comprehensive arrangements regarding inclusive education, accessibility, decent accommodation, and the obligation of the state to fulfill the rights of people with disabilities, while Law No. 20 of 2003 regulates the education system in general. The implementation of the fulfillment of the right to education in SLBN 1 Sambiroto Ngawi is basically in accordance with the provisions of the legislation through the provision of educational services tailored to the needs of students, supported by competent educators and skills development programs. However, the implementation still faces obstacles in the form of limited facilities and infrastructure as well as differences in the ability of learners who require different learning strategies.*

**Keywords:** *Right to Education, Children With Disabilities, Inclusive Education, Comparative Law, Legal Protection.*